DOCUMENT RESUME

ED 031 480 TE 001 464

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Speech and Listening in Language Arts Textbooks.

Pub Date 67

Note-13p.

Journal Cit-Elementary English; v44 n4 p336-41 Apr 1967 Part I; Elementary English; v44 n5 p461-67 May 1967 Part II

EDRS Price MF-$0.25 HC-$0.75

Descriptors-Communication Skills, *Content Analysis, Creativity, Elementary Education, Evaluation Criteria, *Language Arts, *Listening, Listening Skills, Oral Communication, *Speech, Speech Instruction, Speech Skills, Spontaneous Behavior, Textbook Bias, *Textbook Content, Textbook Evaluation, Textbook Preparation, Textbooks

An examination of 54 language arts textbooks (grades 3-6) was made to determine textbook content criteria and the amount and specific nature of the speech and listening contents. The results indicated that authors and publishers feel that language skills (1) are used primarily for communicating, for social compentency, and for thinking, (2) are best taught by focusing on specific areas, (3) should be developed in social situation, and (4) should be taught by emphasizing oral language first. But, most textbooks give more space to six other language arts areas than to speech or listening activities. The following conclusions about the specific content of speech and listening lessons can be made: (1) Those speech activities emphasized most, in order of rank, are giving talks, conversation and discussion, dramatization, storytelling, social amenities, articulation, enunciation, pronunciation, and telephoning. (2) In listening content, teaching listening directly ranked highest in allotted space. (3) Creativity, spontaneity, and the use of bodily action in speaking were generally neglected. (4) Skill development in voice usage is limited by the printed page, and teachers must supplement textbooks with oral teaching devices. (LH)

ED031480

ELEMENTARY ENGLISH

An official organ of The National Council of Teachers of English
508 S. Sixth St., Champaign, Ill.
Founded, 1924, by C. C. Certain
William A. Jenkins, *Editor*
University of Wisconsin—Milwaukee
(Send all editorial communications to 3203 N. Downer Avenue, Milwaukee, Wis. 53211)

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XLIV April, 1967 No. 4

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Elementary English is published monthly October through May by The National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois. Subscription rate $7.00 per year. Single copy $1.00. Postage is prepaid on all orders for the United States (and all other countries with the same postage rates). Extra postage is charged for Canada and for all other countries in the Postal Union at the rate of 48 cents per annual subscription (total $7.48). Remittances should be made payable to The National Council of Teachers of English by check, money order, or bank draft. The publishers expect to supply missing numbers free only when the losses have been sustained in transit, when the request for the missing number is made during the month following the month of publication, and when the reserve stock will permit. All business communications regarding orders, subscription, single copies, and advertising should be addressed to the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois. All manuscripts and correspondence about the contents of the magazine should be addressed to Elementary English, Dr. William A. Jenkins, University of Wisconsin—Milwaukee, 3203 N. Downer Avenue, Milwaukee, Wisconsin 53211. Entered as second class matter December 30, 1942, at the post office in Champaign, Illinois, under the act of March 3, 1879. Additional entry at Danville, Illinois.

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TE001464

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KENNETH L. BROWN

Speech and Listening in Language Arts Textbooks: Part I

One of the modern trends in the language arts is an increased concern for the development of oral language skills in the elementary school child. Methods textbooks, official professional publications, research projects, and teacher training practices reflect a new emphasis on speech and listening. It therefore seems appropriate to investigate specific provisions for training in oral communication within the language arts framework.

One approach to this problem is the study of pupil textbooks and their teacher manuals. The textbook represents the opinions and research of not just one author but a team of experts. It supplies a systematic and graded record of information and potential classroom experiences. The presence or absence of material in a book does not necessarily indicate that material's presence or absence in classroom practice, but the textbook is one of the most influential materials that is used on a nationwide basis.

Purpose

This study examined the kind and quantity of speech and listening content in language arts pupil textbooks for grades three through six. Three questions were raised: (1) What criteria guide the authors and publishers in writing the textbooks? (2) To what degree and how are speech and listening content emphasized? (3) What is the nature of the speech and listening content?

The study included fifty-four textbooks that were published from 1959 through 1964. The fourteen series that were analyzed were as follows:

Title	*Publisher*
English Your Language	Allyn and Bacon
Our English Language	American Book
Language for Daily Use	Harcourt, Brace and World
New Building Better English	Harper Row
English Is Our Language	D. C. Heath
American English	Holt, Rinehart and Winston
English for Meaning	Houghton Mifflin
Using Good English	Laidlaw Brothers
Voyages in English	Loyola University
The Macmillan English Series	Macmillan
Language Roundup	McCormick-Mathers
Learn to Listen, Speak and Write	Scott, Foresman
Enjoying English	Singer
The New Webster Language	Webster

Procedures

The quantity of the speech and listening content was measured by the number of lessons and the number of pages. The lesson count revealed *how frequently*

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speech and listening content appeared. The page-space measure showed the *amount of space* devoted to speech and listening material.

The nature of the content was determined by coding each lesson in one of thirty-two categories. Six of these were designated as *non-integrated content categories*. They applied to lessons that focused primarily upon one basic area of the language arts. For example, a lesson that emphasized letter writing was coded in category three. The six basic categories that formed the non-integrated content were defined as follows:

Category No.	*Category Definition*
1	*Speaking* included lessons which stressed articulation, enunciation, pronunciation; voice; bodily action and posture; spontaniety; social amenities; conversation and/or discussion; storytelling; giving talks; dramatization; conducting class clubs or meetings; telephoning; choral speaking; making movies, television, and radio programs; reading aloud; planning and presenting class programs and assemblies; interviewing; debating; asking and answering questions.
2	*Listening* included lessons which stressed the teaching of listening directly; listening to stories; listening to poetry; listening to solve riddles; listening in conversation and discussion; listening to reports and talks, to oral descriptions, and to sentences; auditory recognition and discrimination; listening for specific kinds of words; listening to sounds around us; evaluating radio-listening and television-viewing habits.
3	*Writing* included lessons which stressed handwriting; spelling; paragraph study; capitalization and punctuation; letter writing; stories; reports; sentences; proofreading; dictated composition; words, labels, and name cards; phrases, captions, titles, or headlines; poetry, rhymes, limericks, jingles, riddles, tongue twisters; descriptions; notices, announcements, advertisements; explanations; directions; book files, review cards, and lists; book reports and reviews; summaries; records and plans; charts, maps, graphs, time lines; minutes of a meeting; playscripts; essays; compiling a book; memos, drafts, and information blanks; program bulletins; diaries.
4	*Reading* included lessons which stressed development of an interest in reading; reading and interpretation of pictures; letter and word recognition; reading specific materials as maps, charts, tables; reading for specific purposes such as to follow directions, to get the main idea, and to skim.
5	*Common Content* included lessons which stressed enjoyment of prose and poetic literature; research and study skills; observation skills; study of the history and development of the English language; vocabulary and word study; word usage, grammar, and sentence study; miscellaneous items as learning songs and dances, or classifying objects.[1]
6	*Reinforcement and Evaluation* included lessons which stressed review of previous learning; summaries and handbooks; additional practice; texts.[2]

The remaining twenty-six categories applied to lessons that stressed several areas; these were designated as *integrated content*. Such categories were defined by various combinations of the first five categories. For example, a lesson which stressed discussion for planning a program and

[1] "Common Content" as a category represented content that is common to reading, writing, speaking, and listening.

[2] This category differed from previous ones in that it represented a type of lesson rather than a basic area in the language arts. Since review, test, and practice lessons appeared so frequently, it was decided to make a separate category for them.

letters of invitation to the program seemed to integrate learnings from category one (*e.g.*, speaking as emphasized in discussion) and from category three (*e.g.*, writing as emphasized in letters of invitation). The twenty-six integrated content categories are listed below with their corresponding numbers:[3]

Number	*Category*	*Number*	*Category*
7	SL	20	SWC
8	SW	21	SRC
9	SR	22	LWR
10	SC	23	LWC
11	LW	24	LRC
12	LC	25	WRC
13	WR	26	SLWR
14	WC	27	SLWC
15	RC	28	SLRC
16	SLW	29	SWRC
17	SLR	30	LRWC
18	SLC	31	SLWRC
19	SWR	32	LR

A reliability study was made to be sure that the categories were defined clearly enough that they could be applied to the content with consistency. This study was completed on ten percent of the lessons in fifteen books that represented every grade, publisher, pattern of textbook organization, and category. The lessons were coded by the investigator and by two other judges. Moreover, the writer coded the lessons a second time several months later. This procedure provided a check on the internal consistency of the investigator as well as the amount of agreement among three different observers. The writer agreed with his own codings 88.17 percent of the time. Average agreement among different observers was 81.63 percent.

[3]The letter designation of each category represents the following: S-speaking; L-listening; W-writing; C-Common content; R-reading; E-reinforcement/evaluation. Categories that contained more than one area of the language arts were identified by combining the above letters. This applies to Table III that follows.

A total of 7,744 lessons and 15,285.5 pages of content was tabulated. Table I shows the distribution for each grade level:

Table I

Total Number of Lessons and Pages in Books Analyzed for Each Grade Level

Grade	*Total Lessons*	*Total Pages*
3	1,903	3,505
4	1,831	3,571
5	1,998	3,941
6	2,012	4,268.5

Results

Criteria

The teacher's manual that accompanied each pupil textbook was the primary source for discovering the criteria that influence authors and publishers in writing their textbooks. The points that were mentioned most frequently were these: (1) The language arts are used for communication, thinking, and social competency; they are concerned with the child's ideas as well as with skills used to transmit and receive ideas. (2) The language program should provide for development of basic skills and application in social situations that are used most frequently by the child and adult. (3) Differences that exist among the language arts make it necessary to focus on specific skills in each area—listening, speaking, reading, and writing. (4) Children need skills in both oral and written language, *but oral language should be emphasized first.* As the child gains skills in speech and listening, written language can be emphasized more. (5) A natural sequence should be followed in that development of skill in oral language should precede development in written language.

It is significant that speech and listening are recognized as the "basic language arts," and as the linguistic foundations for skill

in reading and writing. The child's first need is for competence in oral language. Authors and publishers claim to help meet this need by emphasizing speech and listening. Moreover, they advise making written language more meaningful by relating it to oral language. Thus, skills in speech and listening are thought to be the keys to acquiring skills in reading and writing.

Quantitative Analysis

The second part of the study was concerned with the degree to which speech and listening content was emphasized. This necessitated a quantitative analysis of the integrated and non-integrated content and a study of emphasis upon each category.

Table II shows the percentages of lessons and pages studied that are devoted to integrated and to non-integrated content for each grade and the average percentages for all grades. Category six was tabulated separately because it included review and test materials in the first five categories. It is apparent that non-integrated content is emphasized more than integrated content: 63.85 percent of the lessons and 59.07 percent of the pages were devoted to non-integrated content; 16.01 percent of the lessons and 19.35 percent of the pages were devoted to integrated content. Lessons that stress one of the basic areas are far more common than lessons that integrate skills. Moreover, this pattern is relatively consistent for grades three through six.

There is a tendency for the number of lessons and the page-space devoted to integrated content to decrease each succeeding year. There is not, however, a corresponding increase in non-integrated material. Category six makes up for the difference. Review and test materials increase from 15.34 percent in third grade to 22.51 percent in sixth grade. It is understandable that as children add new skills and understandings to their stockpile of language learnings, more and longer review lessons are necessary to maintain learnings.

Table II

Percentage of Lessons and Pages Devoted to Integrated and to Non-integrated Content for Each Grade, and Average Percentage for All Grades[4]

	Grades									
	3		*4*		*5*		*6*		*Average*	
Type of Content	L	P	L	P	L	P	L	P	L	P
Integrated	20.19	22.12	14.66	19.00	15.37	19.17	13.82	17.09	16.01	19.35
Non-Integrated	64.48	57.91	65.42	60.94	61.86	57.70	63.67	59.76	63.85	59.07
Category 6	15.34	19.98	19.88	20.09	22.77	23.13	22.51	23.38	20.13	21.65

[4] "L" designates lesson count; "P" designates page-space measure.

Table III reveals a rank order of the categories based upon frequency and page-space count. Common content ranked first since it was emphasized in 31.21 percent of the lessons and 27.27 percent of the pages. This means that grammar, word usage, sentence study, research and study skills, vocabulary, literary appreciation, and

Table III

Rank Order of Categories for Each Grade Based upon Percentages for each Unit of Measure, and Final Rank Order Based upon Average Percentages[5]

	Grades								*Rank Based on Average Percentage*	
	3		*4*		*5*		*6*			
Category	L	P	L	P	L	P	L	P	L	P
1—S	4	4	4	4	4	4	4	4	4	4
2—L	10	12	13	13	13	14	11	13	12	12
3—W	2	2	2	2	3	3	3	3	2	3
4—R	8	9	8	8	8	8	8	8	8	8
5—C	1	1	1	1	1	1	1	1	1	1
6—E	3	3	3	3	2	2	2	2	3	2
7—SL	9	8	9	11	9	11	9	9	9	9
8—SW	6	6	7	7	7	7	6	8	6	6
9—SR	12	10	10	9	10	10	11	12	10	10
10—SC	7	7	6	6	6	6	7	7	7	7
11—LW	14	17	17	20	15	15	16	19	17	19
12—LC	11	11	13	15	15	17	12	15	14	14
13—WR	15	15	12	12	11	12	10	10	11	12
14—WC	5	5	5	5	5	5	5	5	5	5
15—RC	15	13	11	10	12	9	13	11	13	11
16—SLW	17	20	17	19	14	13	16	21	18	16
17—SLR	18	22	17	21	—	—	15	17	21	23
18—SLC	14	16	15	17	—	—	15	18	17	17
19—SWR	16	19	16	16	16	21	15	14	19	18
20—SWC	13	14	14	15	15	16	14	14	16	15
21—SRC	—	—	17	19	17	21	15	21	15	24
22—LWR	—	—	—	—	—	—	—	—	—	—
23—LWC	19	23	—	—	—	—	—	—	24	26
24—LRC	—	—	—	—	—	—	15	22	26	27
25—WRC	19	21	—	—	16	16	16	16	22	20
26—SLWR	—	—	—	—	17	19	—	—	26	27
27—SLWC	16	18	—	—	17	18	—	—	20	21
28—SLRC	20	22	—	—	—	—	—	—	26	26
29—SWRC	—	—	—	—	17	18	16	20	25	25
30—LRWC	—	—	—	—	—	—	—	—	—	—
31—SLWRC	—	—	—	—	—	—	—	—	—	—
32—LR	20	24	16	18	17	20	—	—	23	22

[5] "L" is lesson count. "P" is page count.

history of the language are emphasized more frequently and occupy more space than any other group of lessons.

Writing and reinforcement materials ranked second and third. An average for grades three through six indicates that 20.28 percent of lessons and 18.8 percent of the pages emphasized writing; 20.13 percent of the lessons and 21.34 percent of the pages contained reinforcement materials.

There was a great difference between emphasis on common content, writing, and reinforcement materials and emphasis on speech. Only 10.16 percent of all the lessons and 10.62 percent of all the pages emphasized speech apart from other areas of the curriculum. Three times this amount was devoted to common content and twice this to writing.

Listening was stressed rarely even though authorities claim that it is the language medium children use most. Listening was emphasized in .63 percent of the lessons and .57 percent of the pages. Furthermore, listening was related more often to speech content than it was presented alone. This is shown in category seven which ranks ninth; 1.26 percent of the lessons and 1.37 percent of the pages emphasized speech and listening together.

If the number of lessons and page-space are indicators of emphasis in language arts textbooks, it is apparent that writing and grammar are emphasized more than speaking and listening. It seems that though authors and publishers recognize the importance of training in speech and advise emphasis upon it, their concern is primarily with skills that are common to written and spoken language, and second, with skills needed in writing.

Conclusions

Authors and publishers express a need for emphasis upon speech and listening in the language arts. They state explicitly and imply that oral communication should be stressed because children use this form of communication more than any other and because written language is more meaningful when it is related to oral language. Nevertheless, actual emphasis in the books does not support this. The greatest number of lessons and the greatest amount of space are devoted to content that stresses grammar, word usage, sentence study and vocabulary improvement. Writing and review lessons are also emphasized more frequently and occupy more page space than speech or listening lessons.

Many lessons in writing, reading, and common content contain oral exercises and assignments, but they do not always seek to improve the child's skills in speech or listening. There is a tendency to regard any oral activity as a lesson in speech. Participation alone in speaking and listening assignments does not assure development of effective speech and listening skills.

It is also interesting to note that listening is not emphasized as a distinct area for direct instruction; nor is improvement in listening related frequently to improvement in speaking. Some books give no more attention to listening than the suggestion "listen courteously." Children need to be taught that they listen to different stimuli for different purposes just as they are taught that the purpose for reading varies according to the type of material.

[This article will be concluded next month.]

. . . It would be well for new ambitious institutions and old ambitious institutions to say, and mean it, that excellent teaching is a legitimate form of research and publication. Because it is.

Richard Ohmann
NCTE in Houston

KENNETH L. BROWN

Speech and Listening in Language Arts Textbooks: Part II

Part I of this study [*April, 1967*] reported on the criteria that guide authors and publishers in writing language arts pupil textbooks. It also showed the degree of emphasis upon speech and listening content in comparison to emphasis upon other areas of language study.

Part II focuses on the specific nature of the speech and listening content. A composite picture of speech and listening as they appear in the fifty-four textbooks analyzed is based upon a careful study of the stated objectives, principles, and assignments in each of the 7,744 lessons and 15,285.5 pages studied.

Speech Lessons

While only 10.16 percent of the lessons studied were devoted to speech alone, there were seventeen different kinds of these lessons. Many could be further classified according to common characteristics.

Giving talks is the speech activity emphasized most in all the grades except third. Twelve kinds of talks were found. In order of emphasis they were: oral reports; informal sharing of experiences; book reports and reviews; explanations; directions; movie, television, and radio program reviews; show-and-tell; oral descriptions; announcements; invitations; sales talks; and oral summarizing.

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Conversation and discussion were considered together because they were so closely related in the textbooks. In fact, the sources were not always clear when defining these activities. Frequently the terms "conversation" and "discussion" were used interchangeably. Nine kinds of lessons were found in this subdivision: conversation for getting acquainted; conversation during construction and art activities; conversation to become interested in a new theme or unit of study; direct teaching of conversation with emphasis upon standards for participation and for courtesy; informal class discussions; discussion for pooling and sharing information; discussion for planning, committee work, conferences, or evaluating; problem solving discussion; panel and other audience discussions. Discussion for planning, committee work, conferences, or evaluating was emphasized most.

Four kinds of *drama* activities were found: creative drama or spontaneous dramatization of stories, poems, pictured activities, or other materials with emphasis on original dialogue and characterization; formal plays with a written script, memorization of lines, directed acting techniques, and final production for an audience; puppetry; and pantomime.

There were five types of lessons on the *social amenities.* The most common stressed how to make introductions. The second stressed appropriate behavior in the library or on a class trip. Greeting guests and visitors was emphasized third, and fourth

was acting courteously as hosts hostesses or guests in classroom parties and programs. Emphasis on polite phrases was a fifth type of lesson. Not any lesson stressed appropriate audience behavior except for the suggestion to "listen courteously."

A majority of the lessons on *storytelling* gave specific guidance to improve skills in telling original stories, well known stories, folk tales and myths, original imaginative tales, and relay stories. Whenever the primary purpose of one of these experiences appeared to be entertainment, the activity was coded as storytelling.

It was difficult to distinguish between *articulation, enunciation,* and *pronunciation* because these terms were used in the textbooks to mean the same thing. "Articulation" was used by the investigator to refer to the acceptable and distinct shaping of the consonant and vowel sounds. "Enunciation" referred to the fullness with which sounds in words and connected speech are produced. "Pronunciation" referred to the proper utterance and accent of correct sounds in syllables and words. Lessons in pronunciation far exceeded lessons in articulation or enunciation.

Lessons on *conducting class meetings* generally stressed the formation of a club, the duties and election of officers, the order of a business meeting, and the procedure for making a simple motion. *Telephoning* lessons stressed courtesy, procedures for placing and receiving calls, taking messages, and extending or accepting invitations. Two types of *class programs* were stressed—Book Week, and assemblies or programs to summarize a unit of study. The planning of *programs for radio* ap-

Table I

Percentage of Lessons Devoted to the Nine Top Ranking Types of Speech Material

Type of Lessons	*Percentage of Lessons Per Grade*				*Average Percentage*	*Rank Order*
	3	*4*	*5*	*6*		
Giving Talks	19.32	23.48	26.37	26.38	23.89	1
Conversation and Discussion	19.81	19.13	15.38	21.47	18.95	2
Articulation/Enunciation/Pronunciation	14.49	8.70	9.34	8.59	10.28	3
Dramatization	7.73	13.04	8.24	8.59	9.40	4
Storytelling	12.56	7.39	7.69	7.98	8.91	5
Social Amenities	8.70	7.39	10.99	8.59	8.91	5
Telephoning	4.83	3.48	5.49	5.52	4.83	6
Club Meetings		2.17	6.04	8.59	4.20	7
Class Programs and Assemblies	2.90	3.48	2.20		2.15	8
Making and Participating in Movies, Television, and Radio Programs	1.93	2.61	1.65		1.55	9

peared more frequently than for television or movies.

The remaining types of speech lessons appeared less frequently: interviewing; voice usage; asking and answering questions; oral reading; spontaneity in speaking; choral speaking; and bodily action.

Table I shows the percentage of speech lessons in each grade that were devoted to specific types of content, the average percentage for all grades, and the rank order based on average percentage. Types of speech material that do not appear in the table received an average percentage of less than one percent for all the grades. It is apparent that talks, conversation and discussion, dramatization, storytelling, and social amenities were emphasized most.

Storytelling shows a decrease in emphasis from 12.56 percent of the lessons in third grade to 7.98 percent of the lessons in sixth grade. Emphasis on talks increases from 19.32 percent in third grade to 26.38 percent in sixth grade. Another trend is that emphasis on articulation, enunciation, and pronunciation decreases from 14.49 percent in third grade to 8.59 percent in sixth grade.

Choric speaking does not appear in this table because it was seldom emphasized apart from related content such as poetry study and appreciation. Lessons that emphasized common content and speaking (category ten) stressed choric speaking with appreciation of poetry.

Two other absences are notable. Oral reading received a little attention in the fourth and fifth grades only. Is this because techniques of oral reading are covered more fully in materials devoted exclusively to reading?

The lack of mention of argumentation and debate in all grades is conspicuous. Is it assumed that this activity is too complex for elementary school children? Do basic principles underlying debate and argumentation have value for the elementary school child? If so, when should these be introduced?

Listening

Just .63 percent of the lessons and .57 percent of the pages emphasized listening apart from other areas of language study. The most common type of lesson in this category stressed the direct teaching of listening. The goals of these lessons which appeared in grades three, five, and six were: (1) to emphasize reasons for careful listening; (2) to be aware of the need to prepare minds as well as ears to listen; (3) to be a courteous listener; (4) to listen for facts and inferences to acquire understanding; (5) to listen to find answers to specific questions.

Listening to stories was the second most popular activity in this category. The main objective was to be able to construct images from the listening experience.

A third type of lesson stressed listening to radio and television programs, and to motion pictures. Goals in this type were: (1) to help the child choose better programs; (2) to realize that things that are seen and heard should be evaluated; (3) to recognize that television and radio programs may be worthwhile as entertainment or education.

Lessons that give guidance in listening to oral reports and talks contained these purposes: (1) to visualize details and form mental relationships accurately; (2) to listen to determine the reason why; (3) to listen for sequence of ideas; (4) to show courtesy in listening; and (5) to listen to follow directions.

Other types of lessons that appeared only occasionally stressed listening in conversation and discussion, to poetry, and to oral descriptions. Listening for specific purposes such as to get meaning from word order, to answer questions, and to

recognize qualities of good speaking voices also appeared occasionally.

Table II shows the percentage of listening lessons in each grade that were devoted to specific types of content, the average percentage for all grades, and the final rank order based upon average percentage. It is interesting to note that not any type of listening activity was emphasized in over eight lessons in any grade.

There is a decrease in emphasis on listening to stories from third through sixth grade. The only type of lesson that is emphasized to some degree in all grades is listening to television, radio, and movies. Even the type of lesson that ranked highest (direct teaching of listening) does not appear in fourth grade. Few trends can be noted on the basis of such infrequent emphasis.

Table II

Percentage of Lessons Devoted to All Types of Listening Material

Type of Lesson	*Percentage of Lessons Per Grade*				*Average Percentage*	*Rank Order*
	3	*4*	*5*	*6*		
Direct Teaching of Listening	22.73		25.00	77.77	31.38	1
Listening to Stories	36.36	33.33	12.50		20.55	2
Listening to Poetry	4.55				1.14	9
Listening to Solve Riddles		11.11			2.77	7
Listening in Conversation and Discussion			12.50		3.13	6
Listening to Reports and Talks	4.55		37.50	11.11	13.29	4
Listening to Oral Descriptions	4.55				1.14	9
Listening to Get Meaning from Word Order and to Answer Questions	4.55				1.14	9
Auditory Discrimination and Recognition	4.55				1.14	9
Listening to Sounds Around Us	9.09				2.27	8
Listening to Radio/TV Programs, and to Movies	9.09	33.33	12.50	11.11	16.51	3
Direct Teaching and Listening to Reports		22.22			5.56	5

Continuity and Grade Placement

It was extremely difficult to determine a definite pattern in grade placement of goals, understandings, skills, principles, or assignments. There was a cumulative development of learnings with some skills introduced in third grade and a few more added in each succeeding year. There was also continuity for most speech experiences from one grade to the next. The statements of principles in the books, however, remained essentially the same from one year to the next, but children's skill in applying these principles is expected to increase.

Trends that could be noted are: (1) an increase in emphasis on more formal and structured language activities; (2) an increase in attention to the content and organization of ideas for communication; (3) more emphasis on group welfare and thinking.

Principles of Speaking and Listening

After recording each principle for each lesson, data were transferred to master sheets. A simple frequency-of-mention tabulation was made to determine the principles that were emphasized most.

These principles were stressed in nearly all speech experiences in all the grades: (1) Speak loud enough so all can hear. (2) Speak clearly. (3) Look at the audience. (4) Stop at the ends of sentences. (5) Stand straight. (6) Hold your hands at your side. (7) Give your ideas in proper order. (8) Talk about things the audience is interested in. In other words, volume, clarity, eye contact, posture, sequence, subject choice, and speaking in complete sentences were emphasized most. The books seemed to emphasize delivery and courtesy in the spoken message more than content of the message.

The principles stressed most in the listening were: (1) Look at the person who is speaking. (2) Be polite. (3) Sit quietly. (4) Clear the tops of your desks. (5) Think about what the person is saying. Courtesy in listening seemed to be the main emphasis here.

Conclusions

1. The kinds of speech content that are emphasized most in order of rank are: giving talks; conversation and discussion; dramatization; storytelling; social amenities; articulation; enunciation, pronunciation; and telephoning. Speech content emphasized least is voice usage; bodily action; spontaneity in speaking; reading aloud; interviewing; and asking and answering questions. Debating is not emphasized in any lesson. Speaking for specific purposes in social situations is emphasized more than the tools or mechanics of speech.

2. In listening content, teaching listening directly is stressed most. Listening to stories, radio, television, and movies, and listening in conversation and discussion are also ranked high.

3. Creativity in speaking is stressed rarely. A prescriptive approach dominates speech lessons with numerous models and rules for speaking.

4. Textbooks largely neglect the development and preservation of spontaneity in speaking. This is a goal that can only be achieved in the classroom, but the textbook can provide leadership in recommending procedures for the teacher to use to encourage spontaneity. The writer found only one series that placed this goal on a "top priority" level.

5. Bodily action as a part of the speaking process is neglected. Rules such as "stand still" and "hold your hands at your side" seem more intent on eliminating animation than on using it to enhance and to clarify the speaker's message. Even in dramatization use of the body is not stressed.

6. Skill development in voice usage, and

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in articulation, pronunciation, and enunciation presents a problem. The limitations of the printed page cannot provide the oral pattern that is necessary for learning. Moreover, problems of enunciation and pronunciation are complicated by localisms.

The publishers admit that the printed page does impose limitations in teaching speech and listening. Teachers, therefore, need to consider using materials such as tapes, films, and recordings. Many series of books present lists of available materials, but they seldom incorporate them to achieve purposes in specific lessons. One way that publishers can provide for the speech needs of children is to incorporate audiovisual materials as *basic* instructional aids to be used with the textbook, rather than as supplementary sources.

The elementary classroom teacher must look beyond the confines of printed materials for assistance in teaching oral communication.